



SUPPLEMENTARY MATERIAL

A Multifaceted Appraisal of Maya Angelou's "Still I Rise" as a Supportive Resource in the Accompaniment of Cancer Patients

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QUESTIONS FOR THE CLOSE READING OF THE POEM

1. Initial Reading

Overall Theme: What central idea or theme does the poem convey? This could range from love and loss to nature and identity.

Tone Influence: How does the tone of the poem shape your first impression? Does it feel melancholic, joyful, or contemplative?

Structural Elements: What aspects of the poem's structure stand out during your initial reading? Consider line lengths, stanza breaks, or patterns.

2. Analysis of Language and Diction

Word Choice Impact: How does the poet's selection of words enhance the overall meaning and tone of the piece?

Connotations: What deeper meanings do specific words or phrases carry that enrich the poem's message?

Literary Devices: Which literary devices does the poet use to amplify imagery and express emotions? Think about metaphors, similes, or alliteration.

3. Exploration of Imagery and Sensory Details

Vivid Imagery: How well does the poem create striking mental images or evoke sensory experiences for the reader?

Sensory Engagement: What sensory details does the poet incorporate to draw readers into their imaginative world?

Contribution to Theme: In what ways do these images and sensory details support the poem's thematic exploration?

4. Identification of Themes and Motifs

Recurring Themes: What themes, motifs, or symbols appear throughout the poem? Look for patterns that emerge.

Interaction of Themes: How do these themes interact with one another to convey deeper meanings?

Insights into Human Experience: What insights do these explorations reveal about human experience or universal truths?

5. Evaluation of Structure and Form

Impact of Structure: How does the poem's structure—like line breaks and stanza organization—affect its overall impact?

Rhythm and Rhyme: What role does rhythm and rhyme play in shaping the poem's tone and mood?

Coherence and Readability: Are there any structural elements that enhance or hinder the poem's coherence and flow?

6. Assessment of Sound and Musicality

Rhythm Contribution: How does the rhythm and cadence of the poem add to its aesthetic appeal?

Phonetic Qualities: When read aloud, what sound patterns or phonetic qualities stand out?

Sonic Elements' Impact: How do these auditory elements heighten the emotional resonance of the poem?

7. Interpretation and Critical Reflection

Personal Interpretation: Based on your analysis, what is your interpretation of the poem?

Strengths and Weaknesses: What strengths do you see in the poem's execution, and are there any weaknesses that stand out?

Emotional Provocation: How does the poem evoke emotional responses or stimulate intellectual curiosity?

8. Contextual Considerations

Poet's Background Influence: How does understanding the poet's background or historical context enhance your comprehension of the poem?

Cultural Factors: What cultural or biographical elements may have shaped the creation of this work?

Broader Context Appreciation: How does situating this poem within a larger context deepen your appreciation for its significance?

9. Comparison and Contrast (Optional)

Comparison with Other Works: How does this poem stack up against other works by the same author or within a similar literary tradition?

Thematic Similarities/Differences: Are there notable similarities or differences in themes, styles, or techniques when compared to other poems?

Literary Context Insights: What insights emerge from examining this poem in relation to its literary context?

10. Synthesis and Conclusion

Element Interaction: How do various elements of the poem work together to create a cohesive and meaningful whole?

Overarching Insights: What overarching conclusions can you draw from your analysis of this piece?

Lasting Impression: What lasting impression does this poem leave on you, and how has your understanding evolved through critical examination?

QUESTIONS FOR THE CRITICAL APPRAISAL OF THE POEM

I. Authentic Emotional Engagement

1. Relevance to Accompaniment Goals

Alignment with Goals: Does the poem resonate with the themes and emotional depth that are essential for the accompaniment goals during poetry reading sessions? The aim here is to evaluate how well it engages patients, elicits emotional responses, fosters self-exploration, and helps connect insights to their everyday lives. Consider how the poem's content relates to the specific concerns and needs presented by the patient.

2. Accessibility and Engagement

Language and Structure: Is the poem easy to understand in terms of language, structure, and complexity? It should encourage active participation and create an emotional bond for the patient, allowing them to feel involved in the experience.

3. Emotional Impact

Emotional Resonance: What kind of emotional responses does the poem evoke in the patient? Does it inspire feelings of empathy, validation, catharsis, or insight? Reflect on how it aids patients in exploring and processing their emotions within a safe and supportive environment.

4. Depth of Meaning

Symbolic Resonance: How profound is the meaning embedded within the poem? What layers of interpretation and metaphorical significance can enhance the patient's understanding and personal reflection? Consider how it encourages introspection and insight into their inner world.

5. Cultural Sensitivity and Diversity

Respect for Backgrounds: Does the poem acknowledge and honor the patient's cultural background, values, and identity? Are its themes and perspectives inclusive and relevant to their lived experiences?

6. Facilitative Potential

Facilitating Accompaniment Processes: What potential does the poem hold for facilitating processes like self-expression, self-reflection, empathy, perspective-taking, and meaning-making? Think about how it can be woven into accompaniment activities or discussions to support the patient's growth and healing journey.

7. Ethical Considerations

Ethical Implications: Are there ethical aspects to consider when selecting and using this poem in poetry reading sessions? Reflect on how it can positively contribute to accompaniment while respecting the patient's autonomy, privacy, and dignity.

II. Universal Emotional Resonance

1. Universal Themes

Resonance Across Cultures: To what degree do the themes and messages found in the poem resonate on a universal level, reaching beyond individual backgrounds, cultures, or personal experiences? Does it touch upon fundamental aspects of the human condition, such as love, loss, resilience, identity, and personal growth? These themes often serve as a bridge connecting diverse audiences through shared experiences.

2. Cultural Sensitivity and Diversity

Inclusivity in Expression: How culturally sensitive and inclusive is the poem? Does it recognize and honor the rich tapestry of human experiences and perspectives, effectively reflecting a variety of voices and identities? A poem that embraces diversity can foster a deeper connection with readers from different backgrounds.

3. Flexibility and Adaptability

Versatility in Contexts: How adaptable is the poem for use across various accompaniment contexts? Whether in individual sessions, group readings, community settings, or different therapeutic modalities, can this poem be seamlessly integrated into diverse diagnostic and therapeutic approaches? Its ability to cater to varying needs and preferences is crucial for effective accompaniment.

4. Accompaniment Potential

Facilitating Growth: What potential does the poem hold for facilitating accompaniment outcomes like self-expression, emotional exploration, insight generation, empathy building, and personal transformation? Consider how it can be tailored to meet specific accompaniment goals and objectives, supporting patients on their healing journeys.

5. Clinical Experience and Expertise

Alignment with Best Practices: How does the poem align with evidence-based practices, theoretical frameworks, and ethical guidelines in poetry reading and expression? Drawing from clinical experience and professional judgment, in what ways does it complement other diagnostic or therapeutic interventions? This alignment ensures that the poem serves as a valuable tool within a broader therapeutic context.

6. Patient Feedback and Response

Listening to Voices: What feedback do patients provide regarding their experiences with the poem? What emotional reactions, insights, and perceived benefits of accompaniment do they express? Understanding patients' feedback and preferences is vital for informing the selection and use of poems in the accompaniment process. Their voices can guide us toward more effective practices that resonate with their individual journeys.

CLASSIFICATION OF A POEM'S QUALITY, RELEVANCE, AND EFFECTIVENESS

A. Quality

1. Excellent: Poems in this category truly shine with exceptional craftsmanship and linguistic precision. They dive deep into profound themes, showcasing innovative poetic devices and a

unique voice that sets them apart. The language is not just rich; it's evocative and masterfully crafted, which significantly enhances the poem's depth and emotional resonance. These works represent the pinnacle of literary achievement, often leaving a lasting impact on readers.

2. Good: In the good category, poems demonstrate solid craftsmanship and a commendable level of competence. They feature clear and expressive language, effectively using poetic devices to communicate their themes. While they may not possess the innovative flair of their excellent counterparts, they are still well-crafted and engaging enough to hold the reader's interest.

3. Fair: Poems classified as fair show basic craftsmanship but might lack originality or depth. The language is functional, and while the use of poetic devices serves its purpose, it often lacks distinctiveness or creativity. Though some redeeming qualities like coherence or clarity exist, these poems generally do not stand out significantly among literary works.

B. Relevance

1. Highly Relevant: Poems in this group tackle universal human experiences, offering timely and thought-provoking insights that resonate deeply with readers from various backgrounds. The themes they explore are not only pertinent but also meaningful, boasting broad applicability that enhances their relevance.

2. Moderately Relevant: This category includes poems that address everyday human experiences, providing meaningful insights that resonate with their intended audience. While they may not achieve full universality, they still connect with readers on some level and offer valuable perspectives worth considering.

3. Somewhat Relevant: Poems here focus on specific or niche topics that might only resonate with a narrower audience. They provide insights that may be significant to certain readers but lack broader applicability. While there is some relevance, these poems often fail to engage a wider audience or address universally relatable themes.

C. Effectiveness

1. Highly Effective: In this category, poems elicit strong emotional responses and encourage deep reflection and engagement from readers. They communicate their themes and messages powerfully, leaving a lasting impression through impactful poetic devices and language that enhance both resonance and aesthetic appeal.

2. Moderately Effective: Poems in this group tend to elicit moderate emotional responses, prompting some reflection and engagement, though they may not achieve the same level of impact as highly effective works. While they convey their themes adequately, the execution might not be as skillful or compelling as in more effective poems.

3. Somewhat Effective: Poems classified as somewhat effective may evoke minimal emotional responses and prompt limited reflection or engagement from readers. Although they convey their themes to some extent, they lack the impact and resonance found in more effective works. The

use of poetic devices and language might be inconsistent or lacking altogether, which detracts from the overall effectiveness of the poem.

CLASSIFICATION OF RECOMMENDATIONS

1. Strong Recommendation

- o This top-tier recommendation is reserved for poems that truly shine in terms of quality, relevance, and effectiveness in weaving together evidence.
- o These works display exceptional craftsmanship, diving deep into profound themes while communicating ideas in a way that really resonates.
- o They evoke strong emotional responses, prompting readers to engage in significant reflection.
- o Highly relevant to a wide audience, these poems tackle universal human experiences and offer timely, thought-provoking insights.
- o Readers are strongly encouraged to explore these poems, as they can spark profound personal growth and transformation.
- o In essence, strong recommendations highlight poems that represent the pinnacle of literary achievement, likely leaving a lasting impact on those who read them.

2. Moderate Recommendation

- o This middle-ground recommendation applies to poems that show good to average quality, relevance, and effectiveness in synthesizing evidence.
- o These pieces exhibit competent craftsmanship, though they might lack some depth or complexity in their thematic exploration.
- o They resonate with readers to varying degrees, eliciting moderate emotional responses and encouraging some reflection and engagement.
- o While not groundbreaking, these poems are relevant to their intended audience, addressing everyday human experiences and offering relatable insights.
- o They contribute positively to the poetic landscape, providing valuable perspectives or messages to readers.
- o Poems that demonstrate competence and effectiveness but don't particularly stand out among literary works receive this moderate recommendation.

3. Limited Recommendation

- o This lowest tier of recommendation is given to poems that reflect below-average quality, relevance, and effectiveness in their synthesis of evidence.
- o These works often show limited craftsmanship and artistic merit, lacking originality, depth, or emotional resonance.
- o They may struggle to connect with readers or evoke significant emotional reactions, making it challenging for them to leave a lasting impression.
- o While they might contain some redeeming qualities, such as coherence or clarity, they generally do not engage a broad audience or address universally relatable themes effectively.

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CITATION

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